

**THE IMPLEMENTATION OF ACTIVE
LEARNING AND GROUPING BASED ON
STUDENTS SKILL STRATEGIES IN
RUMAH INGGRIS PARE VAN JOGJA**

Lilis Mustikasari ¹
Sri Murtiningsih ²

¹ the Graduate of English Education Study Program
Peradaban University Bumiayu – Brebes
E-mail: lilis2sari@gmail.com
Phone: +62 852 9338 0486

² the Lecturer of English Education Study Program
Peradaban University Bumiayu – Brebes
E-mail: murtining_hadiyanto@gmail.com
Phone: +62 857 0099 3925

Abstract

This research aims to describe the implementation of active learning and grouping based on student's skill strategies in *Rumah Inggris* Pare Van Jogja. This is a descriptive qualitative research where the data are taken from the techniques of data collection namely observation, interview, and documentation. The techniques of data analysis are data reduction, data display, and conclusion. The source of data is *Rumah Inggris* Pare Van Jogja. The writers take full day program in class speaking,

vocabulary, pronunciations, grammar, and TOEFL in which the writers only take 20 students. Based on the results of the study, the students can comprehend English speaking, vocabulary, grammar, pronunciation, and TOEFL as a teaching destination for *Rumah Inggris* Pare Van Jogja. The effectiveness of active learning and grouping based on student's skill strategies in English is able to help student's achievement in each English skill. The institution facilities provide the fun places that encourage and assist the use of English teaching strategies. It is concluded that the goal of using English teaching strategies from *Rumah Inggris* Pare Van Jogja can be achieved.

Keywords: implementation, strategy, active learning, grouping based on students' skill, *Rumah Inggris* Pare Van Jogja

A. Introduction

One of the most widely sought-after English courses in Indonesia is *Kampoeng Inggris* Pare located in Pare, Kediri, and East Java. It is called *Kampoeng Inggris* because in this place we do not learn English in the class just like other courses. A residence is provided in the form of dormitories with facilities that are expected to support the learners. The rules that require them to speak English in everyday life are also supported by the environment that most of residents use English to communicate. That is what makes us inevitably have to adjust to the surrounding environment to always speak English.

After the Pare is now emerging courses-the English language cursor also implements *Kampoeng Inggris* system as it is located in Pare. One of them is *Rumah Inggris* Pare Van Jogja located in Yogyakarta. It is an English and Arabic course located in west of

Institution Islam State Sunan Kalijaga Yogyakarta in Sapean, Gondokusuman, and Yogyakarta. The owner and founder of the *Rumah Inggris* Pare Van Jogja is Abdul Hamid, still listed as a sociology student at UIN Sunan Kalijaga. Mr. Hamid has owned this business and 6 boarding houses are used as dormitories for those who study at *Rumah Inggris* Pare Van Jogja. He is a graduate of Pare and started his business on 13 of April, 2011. From Kediri Pare he is inspired to establish *Rumah Inggris* Pare Van Jogja. He hopes it can be developed as it is in Kediri Pare. As expected by the learners, it is able to provide benefits and to facilitate the learners. When you first stood in *Rumah Inggris* Pare Van Jogja, it had only one dormitory and few students, the tutor was directly from the founder. However, Mr. Hamid now has 6 dormitories and around 800 students who take English and Arabic courses.

Almost all tutors at *Rumah Inggris* Pare Van Jogja are also topnotches from Pare. Programs offered are also various. There are several kinds of regular program, speaking club, and private class. Activities that exist in this course are diverse. Class program is implemented from Monday to Friday after dawn and after *Maghrib*, speech contest on Saturday morning, and morning conversation on Sunday morning. In addition to the above routine activities, there are also tourist hunting activities conducted once a month and out bonds that are held after every exam. *Rumah Inggris* Pare Van Jogja also produces several English bulletins with members of functionaries as its editors. To improve the English language skills, especially writing, the bulletin is also aimed to explore the talents of writing from the members of *Rumah Inggris* Pare Van Jogja.

Students who study at *Rumah Inggris Pare Van Jogja* are not only from Yogyakarta but also from out of town, like Riau, Bengkulu, Palembang, Jakarta, Semarang, Bandung and Bangka Belitung. The course uses active learning and grouping based on student's skill strategies. There are several classes of grammar, speaking, pronunciation, vocabulary, and TOEFL. Once every two weeks there is program of speech contest among students. Some graduates of this course become teachers, HRD, marketing, and others. Now this course already has two branches. The first one is located on Sopen GK 1 634 Demangan, Gondokusuman, Yogyakarta and the second one on Ngebel RT 06 Tamanatirto, Kasihan, Bantul.

B. Literature Review

This part presents some theories related to English teaching and learning process, active learning, and grouping.

1. English Teaching and Learning Process

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Palmer (1998: 9) states that the words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'What is teaching?' is to look at what those called 'teachers' do and then to draw out key qualities or activities that set them apart from others. The quality of teaching and learning is parallel to the quality of the teacher during the teaching and learning process. The teacher is the important one of thing in teaching and learning process.

Based on De Gruyter (2006: 4), this view of language learning explains the emergence of

communicative approaches to language teaching over the last few decades, whose main goal is developing learners' communicative competence. The approach is taken by the English teaching and learning process to achieve goals in the classroom: English teaching and learning can develop students' skill in English.

2. Active Learning

Active learning is a language process whereby students engage actively in learning process which improves the critical thinking ability of the student and it is a form of learning in which teaching thrives to involve students in the learning process more directly than in traditional teaching methods. Active learning is a process wherein students are actively engaged in building by understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process.

Green and Casle-Giannola (2011: 6) use active learning strategies that involve students directly in their own learning which is compatible with what we are learning about brain function. These strategies can help to different instruction and support students with and without disabilities in the classroom. Many of these strategies involve movement, which can cause the brain to release dopamine and noradrenalin, neurotransmitters that help learners feel better, increase energy levels, and assist their brain to store and retrieve information.

3. Grouping

According to E. Hock (1961: 420), educational practice students are being grouped and regrouped, classified and reclassified,

categorized and categorized. Similarly, within effective classrooms students are assembled and reassembled, sometimes as a total group of 30 or 35, sometimes into smaller groups of varying size, sometimes into teams of two or three.

Cooperative learning is a hotly debated topic in the area of gifted education. Teachers of gifted and talented students contemplate the issue of cooperative learning, especially as it relates to academic achievement and grading in abilities, or should they be grouped heterogeneously.

C. Method of Investigation

The writers use descriptive qualitative method. The main purpose of this study is to describe the implementation of English teaching strategies at *Rumah Inggris* Pare Van Jogja. The sources of the data are the teachers, the students of *Rumah Inggris* Pare Van Jogja, and the implementation of active learning and grouping based on students skill. The techniques of data collection are carried out from observation, interview, and documentation. The writers use techniques of data analysis namely data reduction, data display, and conclusion.

D. Findings and Discussion

Rumah Inggris Pare Van Jogja is located at Sapen GK. 1 634 Demangan, Gondokusuman Yogyakarta. The course was built on April 13th 2011. As a course of English and Arabic established by Mr. Abdul Hamid, it has five classes: vocabulary, speaking, grammar, pronunciation and TOEFL class. *Rumah Inggris* Pare Van Jogja has five English teachers. They are Niswatun Hasanah, Rohmatul Janah, Muhamad Dede Sulaiman, Saimun, and

Wahyu Hidayat, who graduated from *Kampoeng Inggris* Pare located in Pare, Kediri, and East Java.

After the writers conduct this research, the writers find out the implementation of active learning and grouping based on students skill strategies in *Rumah Inggris* Pare Van Jogja.

1. Full Day Class Vocabulary Program

Mrs. Niswatun Hasanah teaches vocabulary. In vocabulary class she uses language that is easy to understand. She communicates with students effectively, so that the students can interact more easily. Students always interact with the teacher in vocabulary learning. For example, the teacher always builds students using English in the daily vocabulary class. Students assume English lessons are very difficult, one of which is vocabulary, but the teacher tries so that students can learn vocabulary and apply it in speaking English. Furthermore, the teacher can make a friendly atmosphere, for example the teacher invites students to listen to music and provides dialogue face to face. As a result, the students feel there is no distance between them and the teacher.

The teacher often uses active learning strategy and uses English in learning English. She often inserts new vocabularies, because by getting used to hearing new words the students become accustomed and add vocabulary. Besides, she teaches vocabulary class by using active learning and grouping based on students' skill strategies in *Rumah Inggris* Pare Van Jogja. If she applies the strategy well, it results in the achievement of effective learning and learning goals. At that time she gives a movie and conversation watching that is often implemented in vocabulary learning. In delivering 100 minutes of vocabulary material in

one meeting, she guides the students to analyze which parts of words are difficult to understand and feel tourist to students. After that she directs students to search the meaning of the word and memorize it.

In the English learning strategy, the teacher shows a friendly atmosphere to students. In opening the lesson, she greets the students by saying *salam* and smiling. The students respond positively to her and the students respond *salam* greeting loudly. The teacher is used to make students have a new spirit in learning vocabulary. Warming is done by turning on the music in a slow voice, then interacting and interrogating the students.

Interaction occurs when the teacher conveys several activities involving students such as the teacher communicating questions to students, making dialogues, sorting conversations, giving students the opportunity to provide ideas or opinions about learning. Students answer several questions submitted by the teacher. They give their ideas or opinions and have a conversation with the teacher. They also know the class language used by the teacher and they can also speak in English.

The teacher uses the English learning strategy in vocabulary class to organize learning structurally. Moreover, she wants learning goals to be achieved through active learning strategy. She assumes that through this learning strategy she can manage the students and learning activities. In addition, she guides students to be active in each class activity such as using English to guide students to give their ideas or opinions about material and learning, then to ask questions

to the teacher, to discuss with other students, by making groups or pairs, etc.

The enthusiasm of students in responding to vocabulary learning is very good. They give opinions, ideas, and ask the teacher well. Mrs. Niswatun Hasanah always ensures the students understand the material she delivers and it can be applied in daily life.

2. Full Day Class Pronunciation Program

Based on Mr. Muhamad Dede Sulaiman, who teaches pronunciation, he uses English in the pronunciation class to interact with students, because it is more effective in pronunciation class, which has 100 minutes in one meeting. Thus, the teacher makes the most of the time. To interact in English teaching between the students and the teacher, he builds the spirit of starting learning. He greets the students by smiling and the students respond it happily. He often uses jokes and questions about the personal life of students who encourage students to tell stories. Students feel that Mr. Muhamad Dede Sulaiman is not only a teacher for them, but a friend because he is still young and friendly.

The teacher uses active learning strategies and grouping students based on students' skills, because he feels that the strategy is very effective for *Rumah Inggris* Pare Van Jogja students. He learns from his experience while teaching in *Kampoeng Inggris*, the strategy is successful for students. In learning the pronunciation, he often uses games that support the material conveyed which can be received by the students. For examples, he gives instructions to students and asks to read a text; the students are called to come forward randomly; and reading the text is done

face to face between the students and the teacher. Then the teacher holds Oxford to find out which part of the word is wrong and mark the wrong word. The students get a penalty when they say wrong by getting a scratch on the face. The teacher reviews the wrong pronunciation, explains the correct way of pronouncing, and tells the students the mistakes of each student.

The teacher assumes that teaching is not just about delivering material and teaching, but also a teacher must be able to understand the students' feeling and how to approach the students. He always welcomes students in the classroom and outside the classroom. He memorizes all names of students. He often uses jokes on the sidelines of teaching and makes the students laugh.

3. Full Day Class Grammar Program

Mr. Saimun, who teaches grammar, uses English and Indonesian in classroom. He often interacts with the students by using mixed languages to teach grammar. He assumes that when the teacher explains the grammar material using English, students do not fully understand the teacher's material and speech. Therefore, he uses mixed language to make it easier for students and to understand the teacher's words and the material conveyed. The student assumes that learning grammar is boring and too monotonous. However, the students feel pleasure and friendly from how Mr. Saimun teaches. He has a habit in which before grammar learning he says hello and the students respond with great joy and enthusiasm. He also always gives questions before learning begins to build enthusiasm for the students who are getting tired. For example, he

gives an Indonesian sentence and asks to change the sentence into English and make it a simple sentence. If there are students who can answer, he gives a gift to motivate students, so that they are more active in learning English, especially grammar.

In English learning Mr. Saimun uses strategy namely active learning and grouping students based on skills. For example, the students who have met the target and passed in one grammar test will move to the next level, two grammars and so on. Unlike the active learning, the teacher presents the material related to grammar, such as the teacher delivers material about simple present, how to make simple present sentences, and how to identify the sentence into what class. Then the teacher gives assignments about the material that has been submitted for the next meeting.

Mr. Saimun himself often uses gifts and jokes to motivate the students. In this way the class atmosphere becomes warm to the intimacy between the teacher and the students. The teacher makes the students feel comfortable and enthusiastic about learning grammar in class. As a result, when the students like the teacher and grammar lessons, then it will be easy for them to learn grammar.

4. Full Day Class Speaking Program

Based on observation, Mrs. Rohmatul Jannah, who teaches speaking, uses English in speaking class. She often interacts with students using English in class, mutual agreement between teachers and students must use English, because being accustomed to speaking English will launch students' speaking skills. She often uses British

and American accents to interact with students. The students really like her when she uses a British accent, because it sounds good when talking and encouraging students to follow a British accent. When learning speaking starts, she says *salam* with enthusiasm and smile and the students answer with enthusiasm and joy. The teacher is always friendly and eager. She has a habit before giving material: she always appoints one of her students to tell experience. The teacher always points the students randomly and they get all turn to move forward. The teacher gives gifts in the form of snacks or books for students who have told stories.

In the speaking class, Mrs. Rohmatul Jannah uses active learning strategy, which aims to achieve the expected target in teaching and to be more structured in the learning plan. The teacher provides material about how to express feelings, and then she explains based on the material that has been prepared and delivered to the speaking class. Strategy which is used in active learning students is divided into two groups. Group one is asked to prepare what will be delivered; the students are given fifteen minutes to prepare what will be delivered in front. Then, the second group prepares questions for group one, so the students interact with each other.

Mrs. Rohmatul Jannah always makes learning fun and makes the experience of students increase in speaking. For example, once a week or twice, she invites the students to come out for learning outside the classroom. By bringing students out of class, the teacher gives assignments according to the material to interact

directly with the people of Yogyakarta and to hunt tourists to do student work. She wants to make the students more experienced. By interacting directly with native speakers, the students will get the types of tourist accents from several countries.

5. Full Day Class TOEFL Program

Mr. Wahyu Hidayat often interacts with the students in the classroom and uses English in class when learning lasts for one hundred minutes. Since every year TOEFL class is very minimal, the students become the learning model like private because there are still a few students who take it. This class becomes more effective and the students get more attention from the teacher. The teacher has a habit when learning will begin, he always greets and becomes more disciplined and firm. Nevertheless it is always interspersed with interactions. When the students feel bored, the teacher invites them to move places to do TOEFL questions.

In his learning, Mr. Wahyu Hidayat uses active learning strategies and grouping students based on ability. For example, students who have been able to work on reading questions will then move to speaking matters, so that they gradually work on it and understand how to do the questions. Basically the teacher is a facilitator for the students who take the TOEFL class, by giving TOEFL questions from several types in Indonesia.

He teaches in this TOEFL class mostly like grammar, speaking, and vocabulary. The teacher tells that there is no loss for students studying TOEFL because we can get a biased certificate for job registration, college registration, and overseas scholarships. In this way the students are more enamored and more serious in studying TOEFL.

He often delivers jokes on the sidelines of learning in class to make the students more relaxed.

E. Conclusion

Based on the research result (observation, interview and documentation), the writers conclude that English teaching strategies in the students point of view is very interesting and make them pleasurable. They are not bored because the learning activity and the material are applied with the game. Therefore, the students have a positive contribution in learning vocabulary, pronunciation, grammar, speaking and TOEFL. In addition, the students feel happy because they have the opportunity to discuss and to deliver some questions about material of discussion delivered the teachers.

The English teaching strategy opens up our minds about the main goal of teaching learning activity. It makes the teachers consider how the students get the knowledge, how the students feel when learning English and the teacher gets the goal of the active learning and grouping based on students' skill strategy. The teachers create the strategy applied between the material and the game, so the students will be easier to learn English. The teachers are easily being close to the students, knowing the students' feelings when learning and knowing the students' problems in understanding the material and in delivering their opinions.

Based on the students' response, they are interested during teaching and learning process in using active learning and grouping based on students' skill strategies and applying game. The strategies make the students feel happiness, enjoy and comfort to study English especially in vocabulary, pronunciation,

grammar, speaking, and TOEFL. The strategies also help the students more active and enthusiastic to increase their ability in learning English. Consequently, they are easier to learn English especially vocabulary, pronunciation, grammar, speaking and TOEFL. Therefore, active learning and grouping based on students skill strategies are good to increase the students' vocabulary, pronunciation, grammar, speaking and TOEFL.

Acknowledgement

The writers would like to express the deepest gratitude to Prof. Dr. Yahya A. Muhaimin as the Rector of Peradaban University, Dede Nurdiawati, M.Pd., as the Head of English Education Study Program who have assisted the process of writing this article and the director of *Rumah Inggris* Pare Van Jogja.

Bibliography

- De Gruyter, Mouton. 2006. *Current Trends in the Development and Teaching of the Four Language Skills*. Germany: Walter de Gruyter GmbH & Co. KG, D-10785 Berlin.
- Djamarah, Bahri Syaiful and Zain Aswan. 2006. *Strategi Belajar Mengajar*. Jakarta: PT RINEKA CIPTA.
- E. Hock, Louise. 1961. *Classroom Grouping for Effective Learning*. Online Available at: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_196104_hock.pdf (Accessed on September 26th, 2018 at 16.50pm).
- Fitriyah, Aini. 2017. *A Descriptive Study on Teaching-Learning Process at Speak Second Speaking Class in the Daffodils English Course Pare Kediri*. Online Available at: <http://eprints.iain-surakarta.ac.id/1232/1/Full%20Text.pdf>. (Accessed on September 22th, 2018 at 12.38 am).
- Huda, Fatah. 2016. *An Investigation of English Teaching Strategies in Enhancing Students' Vocabulary Implemented by a Pre-Service English Teacher*. *Journal of English and Education*, 4(2), pp. 35-43.
- Iskandar, Wassid and Sunendar. 2010. *Strategi Pembelajaran Bahasa*. Bandung: Remaja Rosdakarya.
- Majid, Abdul. 2016. *Strategi Pembelajaran*. Bandung: Remaja Rosdakarya.

- Nurmelly, Melly. 2003. *Approach and Strategy in Learning Model*. Online Available at: <http://int.search.myway.com/search/GGmain.jhtml?> (Accessed on January 22, 2018 at 20.30 am).
- Richards, Jack C. and Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching*. America: Cambridge University.
- Silver, Harvey F etc. 2012. *Strategi-Strategi Pengajaran*. Jakarta: Indeks.
- Sumantri, M. S. 2015. *Strategi Pembelajaran*. Jakarta: Raja Grafindo Persada.